



BOOTH UC

# CONNECT



*Valentina McKay*

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BOTH ON AND OFF CAMPUS**

WINTER 2019



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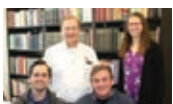
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*Booth UC Connect Magazine* is published three times yearly. We want to share the good news of what has been happening at Booth University College.

As the name of the publication suggests, Booth UC thrives on our connections between instructors and students and between theory and practice. Equally valued are the linkages between this institution and learning partners across Canada and around the world. And then there are the connections with people like you. Together, we are shaping the future.

William and Catherine Booth University College, rooted in The Salvation Army's Wesleyan theological tradition, brings together Christian faith, rigorous scholarship and a passion for service. The University College educates students to understand the complexities of our world, to develop the knowledge and skills necessary to be active contributors to society, and to know how Christian faith compels them to bring hope, social justice and mercy into our world.

Publisher | **Booth University College**  
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**BOOTH**  

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**UNIVERSITY  
COLLEGE**

**EDUCATION FOR A BETTER WORLD**

# PRESIDENT'S MESSAGE



As you progress through the pages of our Winter 2019 edition of *Booth UC Connect*, I know you will feel the energy. There is a palpable vibrancy at Booth University College and it's always a pleasure to share some of that with you.

When students arrive on campus, they are oriented to academic life and all the supports available to them as they pursue their studies and strive to achieve their best in preparation for their chosen fields of work, vocation and development. They are also invited to become involved in the broader University College life through a range of opportunities that include running for office on Student Council, joining or starting a student club, attending or helping to organize campus events, participating in residence life and community worship, serving in an area they are passionate about, and the list goes on. Together, these initiatives and activities support our central purpose of providing post-secondary education that brings together Christian faith, rigorous scholarship and a passion for service.

In this edition of *Booth UC Connect*, you will discover examples of students, staff and faculty who daily live the promise of Philippians 4:13 as they live their calling, contribute their best and, in some cases, overcome significant hurdles. We are thankful for each and every person who has chosen to engage in the mission of Booth University College.

Through God's grace, the commitment of our students, faculty and staff, and much intentional hard work, we are indeed moving forward on our commitment to Education for a Better World. We invite you to engage in this commitment through your prayers, financial support and encouragement as we continue the journey toward Convocation in April 2019 and all that lies ahead.

*Dr. Marjory Kerr, President*

*"I can do all things  
through him who  
strengthens me."*

Philippians 4:13

# YOU'RE INVITED

to Booth University College's 2019  
**SPRING CONVOCATION  
AND CONFERRING OF DEGREES**

**Sunday, April 28, 2019**

## BACCALAUREATE SERVICE

with guest speaker Commissioner Susan McMillan, Chancellor

10:30 a.m. Hetherington Chapel, Booth University College, 447 Webb Place, Winnipeg, MB

Lunch to follow

## CONVOCATION AND CONFERRING OF DEGREES

with guest speaker Dr. Cheryl Pauls, President, Canadian Mennonite University

3:00 p.m. Knox United Church, 400 Edmonton Street, Winnipeg, MB

Reception to follow

RSVP: [Development@BoothUC.ca](mailto:Development@BoothUC.ca) or phone 204-594-6136



**BOOTH**  
UNIVERSITY  
COLLEGE

# FUTURE IN

# Sight

by Kristin Ostensen



## Students explore Booth University College during the annual Booth Bound weekend

Young Salvationists from across Canada gathered at Booth UC this past October for Booth Bound. First held in 2009, Booth Bound is an annual event that gives those who are in their senior high school years, or are considering a transfer from another institution, an opportunity to come to Booth UC and experience life as a student for a weekend.



## “AMAZING”

The weekend began with urban service learning at The Salvation Army’s Weetamah Corps, where the young people participated in the monthly community café, serving dinner to 160 people and cleaning up afterward. The activity was followed by a time of reflection and discussion led by Salvation Army pastors Captain Bethany and Lieutenant Brian Dueck, as well as Meagan Morash, Booth UC’s Director of Library Services.

“Urban service learning was an eye-opener,” says Sarah Campbell, 17, from Nova Scotia. “I was talking to a mother and daughter and we connected really well.”

“It was amazing,” agrees Megan Diamond, also 17, from St. John’s, N.L. “You won’t find many schools that will do something like that. Serving others is something that’s important to me.”

*“A lot of schools say that their professors will look out for you and have face-to-face conversations, but Booth UC is where I’ve actually seen it applied.” - Jonah Bulgin*

## HELPING SUCCEED

Over the next two days, the participants attended six classes with various faculty, covering topics including business administration, social work, religion, psychology, and English and film studies.

“Based on this weekend, I realized that I could see myself attending some of these classes,” says 18-year-old Paul Morgan from Winnipeg. “It was interesting. There was time for questions and response between the students and the professors. They brought the conversation down to our level and gave a response that was clear but also made you think.”

On Saturday, time was set aside for Booth Bound participants to meet with faculty from each program Booth UC offers and ask questions.

“A lot of schools say that their professors will look out for you and have face-to-face conversations, but here is where I’ve actually seen it applied,” says Jonah Bulgin, 20, from Ottawa. “At Booth UC, the professors know who you are, and if they see you struggling, they’ll come and help you succeed. I think that’s important in a school.”



## WONDERFUL WEEKEND

Along with introducing young students to Booth UC, the weekend also showed them the city of Winnipeg with trips to a Blue Bombers football game, the Canadian Museum for Human Rights and the Assiniboine Park Zoo, as well as a movie night and discussion time with Dr. Michael Boyce, Booth UC English and Film Studies professor and Vice President Academic and Dean.

The weekend concluded on Sunday with a breakfast with Booth UC President Dr. Marjory Kerr, followed by a worship service and lunch at The Salvation Army’s Heritage Park Temple.

“Right from the moment we greeted them on the ‘hug rug’ at the airport, these young people were engaged and integrated into the life of the Booth UC community,” says Chantel Burt, Director of Admissions. “We are getting ready to welcome the majority of this year’s Booth Bounders in September as, after experiencing campus life, they have Booth UC in their future plans.” 🇨🇦



# PROF FILES

As part of a new series, we asked a few Booth UC professors to tell us about themselves. Here are their answers:

## Q: Tell us a little bit about your background.

I am originally from Ghana, the second of four siblings. My parents spent every resource they had on our education, and now spend most of their time “bragging” about their children to friends—often to our embarrassment! I completed my Bachelor of Social Work at the University of Ghana, my Master of Social Work at West Virginia University in Morgantown, U.S.A., and my Doctorate at Queens University in Belfast, Northern Ireland. Prior to working at Booth University College, I taught at the University of Ghana from 2000 to 2016.

## Q: What are your areas of research?

My main area of research is International Social Work. Specifically, I have conducted research on stigma associated with mental illness and leprosy; harmful cultural practices against women and girls and its implications for human rights and social work; and the struggles young people from deprived backgrounds go through in developing countries as they prevail against the odds of dropping out of school. My research is grounded in qualitative inquiry because my interest is in the lived experiences of these populations. I choose qualitative methodologies because I always want the powerful and resilient stories of vulnerable populations heard as I present their voices in my articles.

## Q: How does your research help “Education For A Better World”?

Research produces data that informs policy and has the potential of motivating people to act, to either volunteer or advocate for changes in systems that oppress and isolate vulnerable populations. As I seek opportunities to present at conferences and share some of my research with my students, a forum for discussion is created and there is the opportunity to brainstorm how we can make our world a better place for all. Teaching International Social



PROFESSOR  
CYNTHIA  
A. SOTTIE, PhD

Work this winter is exciting as this is another opportunity for students to learn about other cultures and be motivated to reach out to vulnerable populations beyond their communities.

## Q: What inspires you to teach at Booth UC?

I taught in a university of more than 35,000 students for 16 years. What is most unique about Booth UC is the small class size. It is easier to engage with students in the classroom and follow up on their progress. Academic advising is less cumbersome. I find the Booth UC environment very cordial. Each morning as I enter the building, I know I will be greeted at the front desk with a smile from Sherilyn, who not only knows the names of every staff member but the names of every student at Booth UC. I don't feel lost; I feel I belong. Above all, it is great teaching a course I love in an environment that shares my faith and also acknowledges and respects diversity.

## Q: Outside of teaching and research, what are you interested in?

I spend most of my time with my family, friends and church family, I make Ghanaian cuisine, read, listen to music, and watch movies and medical shows.

## PROFESSOR DAVID CWIR, PhD



## Q: Tell us a little bit about your background.

Originally from Manitoba, I completed my undergraduate degree at the University of Manitoba. After completing my Doctorate in Social Psychology at the University of Waterloo, I attended a Christian school of ministry at Bethel Church in Redding, California. I then accepted a position as an Assistant Professor of Psychology at Tyndale University College in Toronto. Before joining the faculty at Booth UC, I planted a church in Ottawa, where I served as a pastor for over two years.

## Q: What are your areas of research?

My primary research interests focus on the psychological processes involved in the very beginning stages of social relationships. My research examines the factors that result in a sense of social-

connectedness with others and the various cognitive, emotional and physiological consequences of that sense of connectedness. I am also interested in how implicit processes that are outside of people's awareness affect people's thoughts, feelings, and behaviour. In some of my previous research projects, I examined the interplay between explicit and implicit self-esteem and the various ways in which their interaction can effect perception, behaviour and the self-concept. In one line of research, for example, I assessed the relation between defensive self-esteem and prejudice, how implicit self-esteem can lead to prejudice and how prejudice affects implicit self-esteem. More recently, I have been assessing the effects of attributional processes on the interpretation and experience of relatively implicit emotional states.

### Q: How does your research help "Education For A Better World"?

As part of my current research, I hope to find effective ways that can help improve intergroup relations and break down the cultural barriers that often result in mutual scepticism and misunderstandings. I am particularly interested in how a sense of social connectedness to members of an outgroup can have important psychological and social outcomes. For example, some of my research has demonstrated that sharing idiosyncratic interests can lead people to empathize more with outgroup members who experience discrimination. Such sharing of emotional states may well result in other positive downstream consequences, such as reinforcing contact and fostering cultural appreciation.

*"I find it inspirational that Booth UC places such a high value on making a positive impact in our world."*

*- Professor David Cwir*

### Q: What inspires you to teach at Booth UC?

I find it inspirational that Booth UC places such a high value on making a positive impact in our world. It is also an honour to teach at an institution that is affiliated with The Salvation Army, which is known globally for caring for the poor and needy.

### Q: Outside of teaching and research, what are you interested in?

I am interested in various facets of Christian ministry, particularly teaching and worship. In my spare time, I enjoy listening to music, watching lectures and spending time with my wife.

PROFESSOR  
ANDREW EASON



### Q: Tell us a little bit about your background.

While born in Toronto, I spent the latter part of my childhood and most of my teen years in various parts of Western Canada. Moving constantly was the theme of my life, as my parents were Salvation Army pastors. After post-secondary studies in Manitoba, Ontario and Alberta, I was thrilled to be hired by Booth University College, my alma mater. Having been at Booth UC for the last ten years, I can finally say that I have laid down some roots.

### Q: What are your areas of research?

I focus on the history of The Salvation Army in the 19th and early 20th centuries. Areas of particular interest to me include gender and equality within the denomination, the life and thought of William and Catherine Booth, the co-founders of The Salvation Army, as well as the work of Salvationist missionaries in South Africa and South Asia. My current book-length project examines the origins and development of The Salvation Army in colonial India.

### Q: How does your research help "Education For A Better World"?

In order to create a better world, we definitely need to understand our collective past. We can hardly know where we are going if we do not know where we have come from. By examining the nature, development, successes and failures of the Army in a variety of historical settings, I hope to contribute, however modestly, to the betterment of the world we live in today.

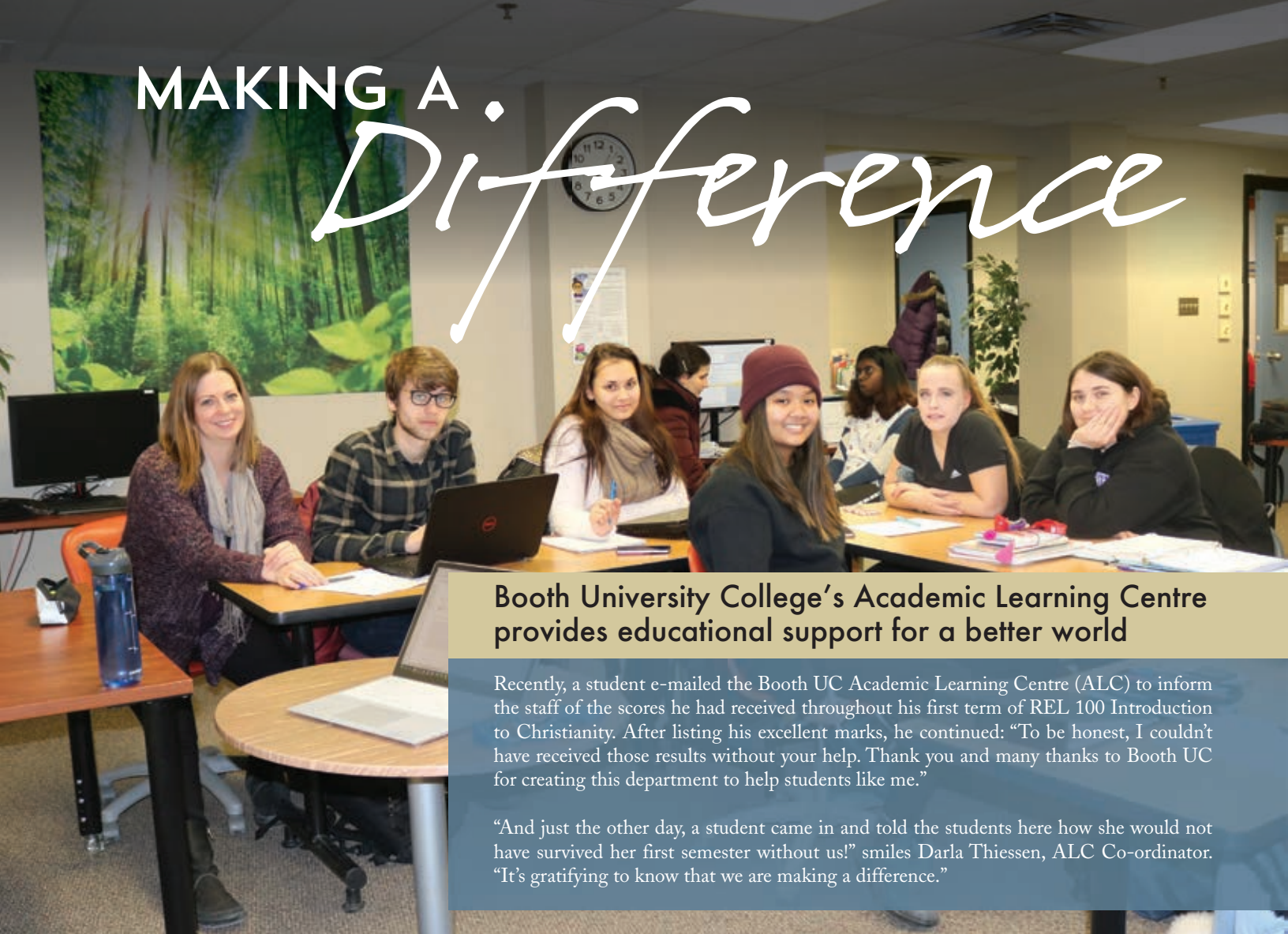
### Q: What inspires you to teach at Booth UC?

First and foremost, I appreciate the opportunities I have to integrate faith and learning. I am proud to be part of a Christian university college. Moreover, my love of learning inspires me to teach at Booth UC! One cannot be a good teacher without remaining an enthusiastic and inquisitive student. It is this passion for knowledge that I want to pass on to my students.

### Q: Outside of teaching and research, what are you interested in?

Even though I do not have a lot of spare time, I really enjoy watching the Winnipeg Jets (when they win!) and going to the occasional minor league baseball game. I also like to travel to new places, especially in the United States. 🇺🇸

# MAKING A *Difference*



## Booth University College's Academic Learning Centre provides educational support for a better world

Recently, a student e-mailed the Booth UC Academic Learning Centre (ALC) to inform the staff of the scores he had received throughout his first term of REL 100 Introduction to Christianity. After listing his excellent marks, he continued: "To be honest, I couldn't have received those results without your help. Thank you and many thanks to Booth UC for creating this department to help students like me."

"And just the other day, a student came in and told the students here how she would not have survived her first semester without us!" smiles Darla Thiessen, ALC Co-ordinator. "It's gratifying to know that we are making a difference."

## "A" FOR EFFORT

The ALC's genesis originated with hired tutors—often senior or graduate students from outside Booth UC who were hired to work a few hours each week. Eventually, as the need grew, one tutor was hired to take on a co-ordination role.

Hiring peer tutors—Booth UC graduates or fellow students—is a relatively new development. Last January, Booth UC received a grant from the Jewish Foundation that enabled the ALC to set up a pilot Peer Tutor Program that employs Booth UC students as tutors. When the funding came to an end this past December, the success of the program and the clearly demonstrated value of having Booth UC students working as tutors made it an easy decision to continue the program.

"It just makes sense," says Darla. "Sometimes the tutors, being Booth UC students themselves, have already done the papers, so they know what the expectations are. Having taken the courses, the student tutors are comfortable talking with the professors so they can take on the role of advocate for the student they are tutoring and can clarify any matters that need to be addressed. It's very beneficial."

As an example, a student came to the ALC for help with her second Introduction to Christianity article review. She had received a C+

on her first review assignment. Darla accompanied the student to a meeting with her professor so that she could obtain clear instruction to help this student improve.

"With the professor's comments fresh in our minds, we worked on the clarity of the overall presentation of her paper and also on addressing all required content," says Darla. "Thanks to our prep work and the student's willingness to put in the effort, her second review article received an A."

## GROWTH

"Our goal is to help students improve their academic skills in order to be more successful in their courses," says Darla. "This involves helping them identify their weaknesses and teaching them strategies to overcome those weaknesses. We also encourage them and build up confidence in their strengths."

Interested students can book appointments for one-on-one sessions depending on whether they want help with understanding or preparing a course assignment or whether they need help reviewing an assignment they have already written. The ALC also conducts workshops open to all Booth UC students that cover a variety of subjects such as writing skills, reading strategies, effective and correct use of quotations and citations, and reducing or eliminating sentence fragments.





## SUCCESS STORIES

*Statistics alone tell only a part of the story. Behind every statistic is an individual success story:*

- A first-year student said he enjoys studying at the ALC because the environment keeps him focused. He has significantly improved his understanding of how to structure papers and how a clear structure and organization can make his paper easier to write, resulting in a higher grade. He came in with one particularly weakly structured paper. After my guidance and his significant effort to restructure, he achieved an A.

- One student came to the ALC about a paper that she was given the opportunity to re-write. The original had received a grade of C. We looked at the comments her professor gave on the original assignment, discussed the structure of her essay, reviewed how to properly integrate quotations and how and when to paraphrase information. As a result, the student re-submitted her paper and received a B.

Currently, ALC staff help 20 to 50 students a week. This past semester, the ALC saw an average of 38 students per week coming for one-on-one support or writing skills workshops.

The ALC has experienced growth this year, with 99 students utilizing their service in the first semester alone, versus 89 students in all of the 2017/2018 academic year. The 99 students this fall accessed the ALC's services a total of 452 times!

## NEEDED HELP

That's the ALC conundrum.

"If we do our job well, we're out of business!" laughs Darla.

She need not worry. As long as there are new students, and new students who want to better themselves, there will always be a need for Booth UC's Academic Learning Centre. 🇨🇦

*"Our goal is to help students improve their academic skills in order to be more successful in their courses."*

*- Darla Thiessen*



- Another student came for help with her class after receiving a C on her first paper and a D on her second. Her professor had indicated that on her previous essays, she did not argue or support her thesis. I helped her understand what that meant and what she needed to do differently. I showed her how to strengthen her thesis and guided her to create a clearer outline. She left our appointment to rewrite her whole paper and received a B! Now, she is receiving B's and B+'s and continues to come in to plan each assignment, but needs less support every time.

*From left to right: Chelsey Finney, Michelle Pinera, Darla Thiessen, Academic Learning Centre Co-ordinator, Erica Dass and Blair Gardiner.*



# Giving Back

## Booth UC student shines both on and off campus

Not everyone knows what they are going to be when they grow up, but Booth University College student Valentina McKay was certain of that since she was eight years old.

She was mediating an argument between her older sister and her sister's boyfriend when her mother told Valentina, "You should be a psychologist."

"What's that?" she asked.

"Well, they help people with their problems, like you're doing right now," her mother told her.

"Okay! Cool! That's what I'll be. I can do that," Valentina replied.

"And it went from there," she laughs. "That's how I got to Booth UC!"

## HELPING PEOPLE

Valentina hails from Grand Rapids Misipawistik Cree Nation, where her father is a commercial fisherman and her mother is a family enhancement worker with Child and Family Services.

With an older sister, a younger brother and two loving parents, Valentina grew up in a small rural town.

Once she decided what she wanted to be, Valentina started doing research on the subject and knew she needed to go to university.

But from the ages of 13 to 17, Valentina fell into a deep depression due to the death of her grandfather.

“I took it really hard and his passing hurt immensely,” she says. “I couldn’t grieve properly. I learned that what I was feeling and experiencing wasn’t healthy so I dealt with my grief. But the depression stayed and it started to feed off my 13-year-old self’s insecurities and lack of self-esteem.”

It took a brush with suicide for Valentina to realize that if she didn’t get better, “I wasn’t going to exist anymore.”

She did so with the help of her family and her faith.

“So I graduated high school, which I never thought I would do because I didn’t think I was going to live that long,” she says.

“One of the reasons I want to become a psychologist is to help people like me.”

## STARTING WITH A SMILE

As part of the Frontier School Division, Valentina learned about Booth UC through their work experience program. And while she did apply to other schools, Booth UC replied first, and with a scholarship offer.

“I was thrilled to get my acceptance letter,” she says.

Valentina is in her fourth year pursuing a Bachelor of Arts degree in Applied Psychology.

Valentina loves Booth UC.

“I know everyone says it, but the class sizes are great,” she smiles. “They help fight my anxiety and timidity. The professors have been so helpful in gearing me toward class structure—assignments, due dates and understanding the work. They’ve been phenomenal.”

Valentina also appreciates just how friendly Booth UC actually is.

“I pretty much know everyone,” she smiles. “As soon as I go downstairs, I see Sherilyn the receptionist sitting there with a smile on her face. She’s an amazing woman, and that starts my day off right.”

## THE PERSON SHE IS

Valentina’s efforts have been recognized by the Business Council of Manitoba’s Aboriginal Education Award.



*“One of the reasons  
I want to become  
a psychologist is to  
help people like me.”  
- Valentina McKay*

“I cannot believe you can win an award for simply just being yourself,” she says. “The validation that my hard work is recognized is really an amazing feeling. The awards ceremony was held at the Fort Garry Hotel in Winnipeg and Rhonda Friesen, Booth UC’s Dean of Students, and Booth UC President Dr. Marjory Kerr attended with me!”

Valentina is also a member of Booth UC’s Indigenous Advisory Council.

“When I went home this past summer, I advocated that our community send more of our people to be educated,” she says. “We need more mental health workers, and we need them to come back to our communities and help with the mental health crisis. I want to be a part of that.”

Once she graduates next year, Valentina hopes to help Indigenous youth with intergenerational trauma, but she credits Booth UC with her success.

“Booth UC really helped me grow into the person I am now,” Valentina concludes. “I never envisioned myself being the person I am today—who I’m pretty proud of—and each and every person in that school has helped shape me in some way. I’m grateful for that.” 🇨🇦



by Buetta Warkentin, Associate Professor of Social Work

ON THE

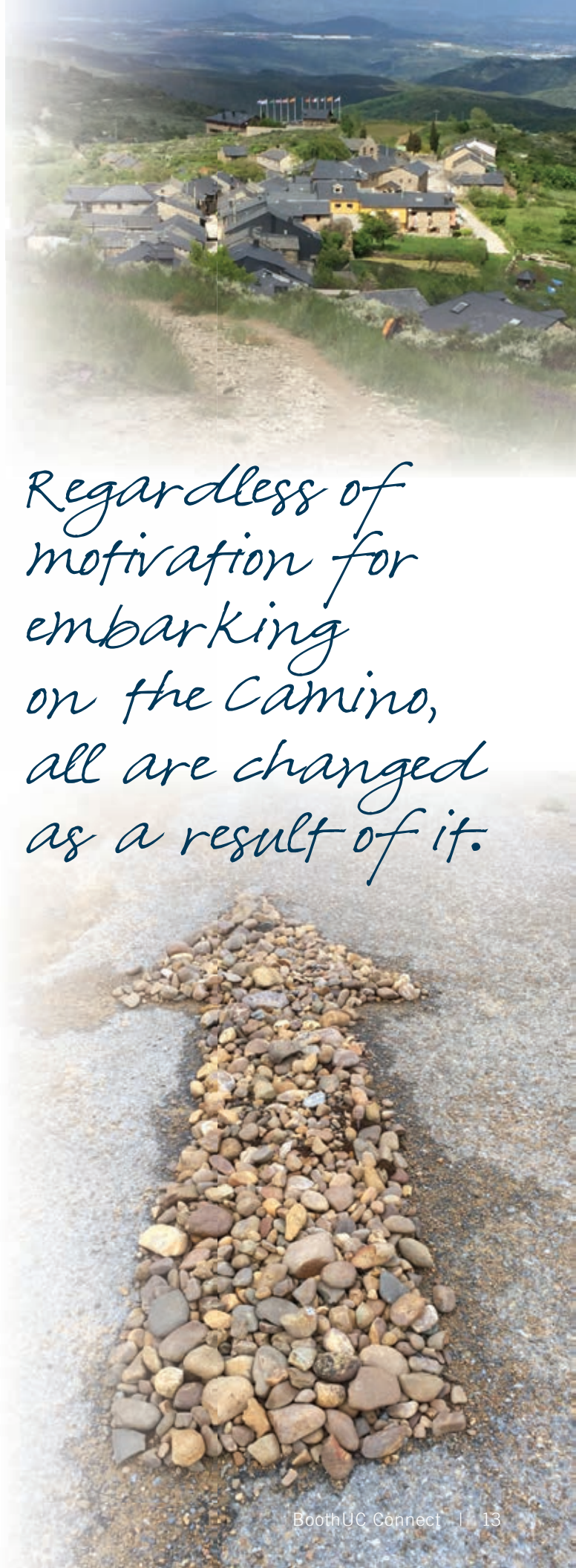
# Camino

As the day dawned, I heard the rustle of others in the bunks around me—quiet coughs and pinpricks of light from carefully guarded flashlights. I gradually roused myself, swinging my feet over the side of my bed as I climbed to the ground. With a mug of hot, milky tea and a piece of buttered toast to sustain me, I slid my feet into my still-too-new hiking shoes. I hoisted my pack to my shoulders, its weight gently grounding me, and slipped my hands into the straps of my walking poles. I opened the door, breathed in the cool, misty air, and began.

## CHANGED SOULS

In the spring of 2016, I walked the Camino de Santiago Pilgrimage. The Camino is an ancient route taken by Christians as they travelled to the site where the relics of Saint James are said to be buried in Santiago de Compostela in Galicia, in northwestern Spain. Christians have been walking the route to Santiago since the 12th century, enduring the dangers of the road, the hardships of inclement weather, the insecurity of finding food and shelter and the very real possibility of injuries along the 800-kilometre journey. While today the Camino is more popular than ever, the challenges are less about danger or daily sustenance and more about internal struggles and personal growth.





*Regardless of motivation for embarking on the Camino, all are changed as a result of it.*

Pilgrims walk the Camino for various reasons. For ancient Christians, it was a path to absolution of sin through the earning of indulgences. Today, while some still complete the journey for these purely religious reasons, there are many who may not identify as religious but who seek a spiritual awakening, and a few who are simply looking for a physical challenge or a unique vacation. The pilgrimage for many comes at a time of transition—the death of a spouse, the end of a relationship, after college before getting a first job or marking a change in career path. Regardless of motivation for embarking on the Camino, all are changed as a result of it. Some find closure, others find purpose, and all are gifted with the opportunity to feed their souls.

## JOURNEY'S END

My Camino pilgrimage was one part of my sabbatical plan—an intentional time away from the classroom for faculty members to focus on research, writing and rejuvenation. For me, the Camino was an opportunity for self-care—to take a step back from the rigours of work, the insistent regularity of problems to solve and to-do lists to complete. It was a time to engage with and restore my spiritual self in order to enliven the rest of my work.

Each morning, I rose at dawn and walked around 20 to 25 kilometres—sometimes on my own, sometimes with others. I usually stayed in communal albergues (like bunk rooms) and shared pilgrims' meals with those I met on the way.

Each day demanded only one thing—that I simply be present in the walk. I opened myself to stories from fellow pilgrims and witnessed grief and pain as well as triumph over adversity. I learned to appreciate the simplicity of a good, hot shower, and a plain but flavourful meal shared with others. I watched the sun rise over the incredible landscape of Spain, watching as red clay towns and olive groves gave way to misty green farmlands. I engaged my own inner strength to continue the walk every day despite aches and pains. After 29 days, I arrived in Santiago tired but renewed, having strengthened my body, cleared my mind and rejuvenated my spirit.

## LIVE, ACT, LOVE

The anthropological concept of liminality refers to certain times, rituals or events that lie as a threshold between who we were before and who we become after taking part in that particular experience. It is an opportunity to develop new ways of thinking and being. The Camino is one such liminal experience.

A student's time at university is a different kind of time in-between where identity shifts and moves as students become themselves. Who they are as they start their journey at Booth UC is not the sum total of who they will become as a result of their experiences here.

The four weeks on the Camino for me was a gift—an opportunity that framed a space where I could engage my spiritual self and grow in my understanding of who I am.

The four years of study at Booth UC offers students a gift as well—the gift of fresh eyes to see the world in a new way. The gift of knowledge to frame experiences and provide new insight. The gift of community to offer a safe space to develop and ground a new way of being.

As our students leave Booth UC, we know that this liminal space has worked on them—that they are changed as a result of their time with us, and that they will cross the threshold into the world with the ability to live with hope, act with justice and love with mercy. 🇨🇦



# MORE THAN BOOKS

Booth University College's Library Services offers more than just lending privileges

Booth University College's John Fairbank Memorial Library houses 65,000 physical books, videos, maps and microfilms, 170,000 e-books, and has access to 3,500 journals. While impressive as such, Booth UC Library Services provide more than just checking in and checking out books.

## GIVING MORE

"Obviously, there's a certain amount of check-in, check-out," says Meagan Morash, Director of Library Services, "where students need reference materials for an essay, or information for a paper—regular academic library experiences."

It's one thing to have these reference materials, but they are useless if the students do not know how to utilize them.

"That's where we come in," smiles Meagan.

"Most students know how to use an encyclopedia or a dictionary, but sometimes they are asked to consult more specialized materials that are more difficult to use and, even though the professors are great at imparting knowledge, some students have to be taught how to use them."

Many first-year students come to Booth UC not knowing, for instance, what a concordance is or that Bible word usage depends on the translation used or that Hebrew reads from right to left.

"It takes time to explain these kinds of things," says Meagan, "but we are able to give more of that time to our students than a larger university library could."

## HANDS-ON APPROACH

“And because we are a smaller library, my staff and I look at every syllabus for the semester,” says Meagan. “As part of our mandate, we provide a breadth of resources on topics covered in the curriculum that may be required for research, and those have to be in a variety of different formats, whether in print or electronic.”

Library staff go into the classrooms and give tailored presentations based on the upcoming assignments.

“We look at what’s coming up, what kinds of materials are necessary and what kinds of assignments are needed,” says Meagan.

It’s a hands-on, individualized way of approaching a semester.

For a social work class, for example, where the class divides into groups to create counselling units, Meagan or one of her staff will put together a cartload of 100-125 book resources and bring them to the class.

“The professor and I will walk around the cart with the students, pointing out what books will work best for their unit, along with printouts of e-books that may be needed. It’s a great way of showcasing references students would not have been able to find on their own.”

For Booth UC distance courses where that is not possible, Meagan will create a word document or PDF highlighting selected electronic resources divided by topic and linked to e-books and journal articles.

“It’s not enough for them to write the paper, but it’s enough for them to get an idea of where to go to begin,” says Meagan.

## INSTALLING INDEPENDENCE

The part of her job that Meagan most enjoys is her interactions with the students.

“It’s fine to guide students to the resources they need,” she says, “but sometimes they come to the front desk to talk things over as they haven’t any idea where to start!”

“We can have a conversation with them to help them narrow down a topic or figure out what direction they want to take something in,” continues Meagan. “It’s not giving them the answer but it’s helping them work through it and finding it. It’s showing them what the thought process is in creating a paper without telling them this is what you’re showing them.”

And when need be, the staff are often as much tutors as librarians. Library Services work hand-in-glove with Booth UC’s Academic Learning Centre, but when the Centre is closed—Saturdays and evenings, for example—students need someone they can talk to right away.

“We’ll help but I instill in my staff that there is a fine balance between reading through someone’s paper and offering suggestions for helping without doing the work for them, which would be counter-productive,” says Megan. “The student has to own their work. It’s better to do a little less for a student than too much.”

“Sometimes it’s just talking over an idea, having a conversation about where they want to go with that idea, listening to them and prompting them with points they might not ever have considered—and then seeing them run with it! That’s so great!” 🏆

*“We are able to give more of that time to our students than a larger university library could.”  
- meagan morash*





# A Fantastic FUN FALL SEMESTER



Our fall semester has come to a close and the Booth University College Student Council has had so much fun organizing different events to help build community and foster students' well-being.



We started off the semester in September by hosting a Block Party with food, lawn games and live entertainment from Business Professor Laszlo Markovics' band, The Hernandez.



Student Council also helped out with the New Student Orientation in the first week of classes and provided students with a free ice-cream bar. As well, faculty and staff hosted us in their homes for a progressive dining experience.

Shortly after, we celebrated Booth UC's diverse culture with Multicultural Night. Many students gathered together in their own traditional or cultural attire, participated in a fashion show and ate delicious food. We saw representation from students all over the world, such as Rwanda, Germany and India.



We ended our busy September with a night of student worship, led by the band Bread We Break.



For Halloween, we had an Instagram Pumpkin Carving Contest, where students submitted pictures of their pumpkin designs. People then voted for their favourite design on our Instagram account. The winner took home a Google Home Mini! Booth UC Student Council also hosted a free Halloween pancake breakfast for students, staff and faculty to enjoy.

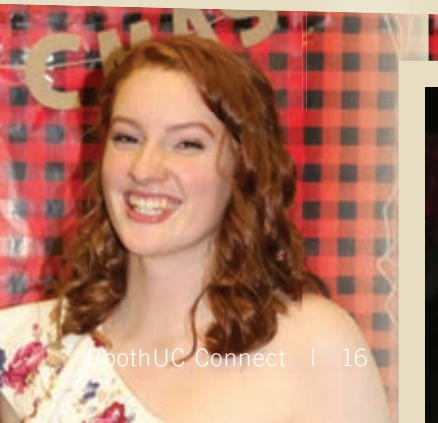


November rolled around quicker than we all imagined and marked the beginning of The Salvation Army's Toy Mountain Campaign. Student Council partnered with this campaign by hosting a Paint Night and a Bake Sale. Both fundraisers were a huge success and, collectively, Booth UC students helped those in need by raising \$1,500! The giving attitude did not stop there, though, as Student Council also partnered with The Joyful Project and donated new socks to their Concert for Socks Campaign.



To wrap up the semester, students gathered together for A Cozy Christmas Winter Banquet. It was a wonderful evening and we were honoured to have Psychology Professor Evan Curtis' band Soul Shakers play for us as well as Booth UC alumna Shari Mintac's MINT photography photo booth.

All in all, it was a fantastic semester and the Student Council had a wonderful time creating these events for Booth UC students. We look forward to the winter semester and cannot wait for new memories to be made! 🇨🇦





# A Caring KIDS CLUB

by Kimberly McIntyre, Booth UC Development Co-ordinator

## At The Salvation Army's Heritage Park Temple in Winnipeg, Booth UC graduate Laura Hepditch helps children connect

For many of us, Thursday nights are just another night. Laundry, supper and maybe some housework are the main focus. For Booth University College graduate Laura Hepditch, Thursdays are what she calls a "calm chaos" of supper plates, games and about 30 children coming through the doors of The Salvation Army's Heritage Park Temple church in Winnipeg.

Every Thursday night, kids are picked up from their homes by bus, brought to the church and fed supper. There, they get the opportunity to play games, do crafts and learn about the Bible from Army volunteers. Laura, a member of The Salvation Army herself, oversees the whole production, called Kids Klub, in her capacity as children and youth ministry co-ordinator.

Taking on the position before she even graduated from Booth UC, Laura is thriving in her post.

*"I feel like I am at the top of the world!"*  
- Laura Hepditch

As the program requires a large number of volunteers to run smoothly, Laura often depends on former Booth University College classmates to help. "Some have even acquired Class 4 licenses and have taken on the full-time responsibility of driving the kids home," she says.

Laura says one of the reasons Kids Klub works so well is because it is a full-service after-school program including supper, pick up and drop off, which takes the pressure off parents and guardians.

## A LIFE IMPACTED

Though the program is usually full of fun for most kids, every now and then a child comes through the doors with extra challenges.

An experience that stands out for Laura was the evening when an older child wanted to leave the program and started walking home.

"I was a volunteer at Kids Klub before I was hired," says Laura. "So I already had a relationship with this child, and I knew he liked me and trusted me." She walked with the child as he headed for home, telling him that he could still turn his day around, and that he was welcome to rejoin the group at Kids Klub.

"He told me, 'No, I'm a bad kid. Everybody tells me I'm a bad kid,'" Laura recalls. "I told him, 'You're not a bad kid! Every time I see you, you brighten my day! You're a good kid!'"

"The next time I was there, I saw him. He came up and gave me a hug." Though the child is now too old to attend Kids Klub, Laura is sure his life was impacted by the leaders and volunteers at Heritage Park Temple.



Photo Credit: Photos: Carson Samson

## JUST CLOWNING AROUND

"I feel like I am using my gifts well," says Laura Hepditch, dressed up for a Halloween/harvest-themed Kids Klub evening



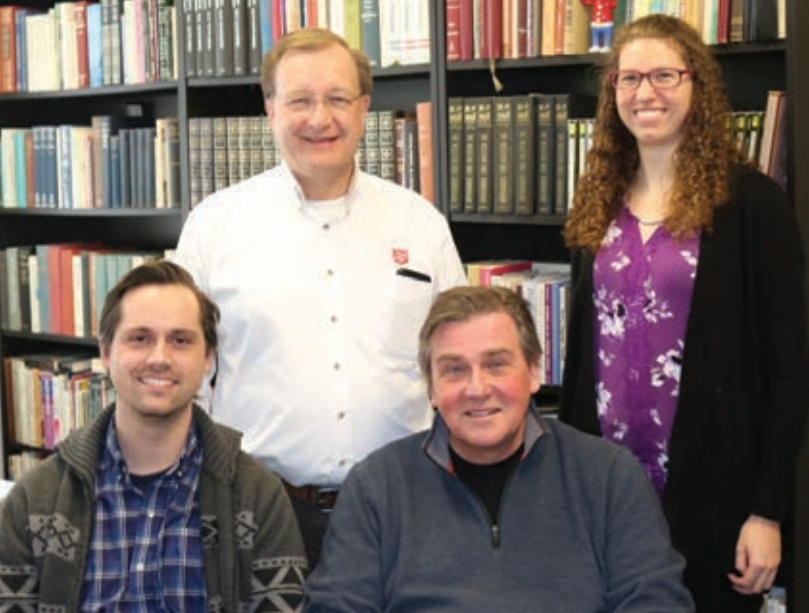
## INVESTING IN SUCCESS

"I feel like I am using my gifts well," Laura says. "I'm pretty loud, and can be firm with kids who need it, but I can also be gentle with kids who need it. I can balance the two things well."

As Laura continues in her role, she has many new initiatives to promote community. She is looking forward to working with other Salvation Army youth co-ordinators at local churches to organize junior high school youth meetings, with the end result of creating a network of children and youth in The Salvation Army who are connected with God and one another.

"I'm forever grateful that The Salvation Army wanted to invest in me, and in this area of ministry," she says. "But without the Booth UC classes that thoroughly prepared me and the caring professors who taught me along the way, I wouldn't be where I am now!"

"The value of these meaningful experiences with children is only elevated from my time at Booth UC, where I had a chance to consider the theology of what I believe in class while also being supported and encouraged by the godly and sincere professors I learned from." 🏆



# SCHOOL FOR CONTINUING STUDIES

## Where theory meets practice

"At Booth UC's School for Continuing Studies, we're meeting people's needs where they are at now," says Dr. Michael Glowasky, Program Co-ordinator. "For anyone looking for professional development, we offer an opportunity to enhance the skills they have or acquire new ones."

While all of Booth UC's continuing studies courses fit that bill, Dr. Glowasky is excited about three in particular:

From left to right: Dr. Michael Glowasky, Program Co-ordinator, Major (Dr.) Mark Wagner, Dean, Dr. Louis Svenningsen, Instructional Designer, Kristen McLean, Administrative Assistant

*"Senior-level business executives from Canada and the United States, some boasting 20 to 30 years of experience, moderate the courses. All bring a high level of expertise to the program,"*

*- Dr. Michael Glowasky*

## CERTIFICATE IN APPLIED LEADERSHIP

"There's more complexity involved in being a leader today than ever before," says Dr. Glowasky, "and this program is designed to meet the needs of emerging leaders."

"Senior-level business executives from Canada and the United States, some boasting 20 to 30 years of experience, moderate the courses. All bring a high level of expertise to the program," says Dr. Glowasky.

The course is designed for anyone working in leadership on the ground in a full-time capacity.

Four of the five courses are conducted online, but the first course requires students to come to Booth UC for one week of intensive class time.

"That's really important because it sets the tone for the entire cohort," explains Dr. Glowasky. "You come together, you meet people, you get to talk things out, and then your interactions online are that much more impactful and significant because of that initial interaction."

## CERTIFICATE IN NOT-FOR-PROFIT MANAGEMENT

This program is designed for Salvation Army personnel as well as those in need of more specific training in management, particularly in the not-for-profit context.

"As The Salvation Army has a wonderful record in this area, we tap into that expertise by employing a number of experienced higher level Army personnel who have a wealth of experience in not-for-profit management," says Dr. Glowasky.

This program also consists of five courses, four of which are conducted entirely online.

The capstone course requires students to come to Booth UC for a week in three consecutive summers.


"Students have the opportunity to hash things out in person, and then that just builds so much more meaning when they do it online," explains Dr. Glowasky.

## CERTIFICATE IN CHAPLAINCY AND SPIRITUAL CARE

"This program consists of nine courses completed over two years, and students in this program are required to come to Winnipeg on two different occasions for two weeks each time," says Dr. Glowasky. "It essentially provides training for students who are either in a chaplaincy position, whether volunteer, full time or part time, as well as students who might be interested in moving into that kind of ministry sometime in the future."

"Further, each student has the opportunity to take an elective course, depending on where that student wants to specialize, such as corrections, long-term care facilities or family services," says Dr. Glowasky. "So the students have a chance to kind of specialize and hone their skills a little bit more sharply in a particular area where they are either already working or will be working."

The graduating project offers an opportunity for students to pull together everything they've learned from all these courses and figure out how to synthesize everything and how to apply it to their own particular context. That gives them a broad sweep of chaplaincy ministry and prepares them to enter into that environment with training and some confidence.

"All of these programs are taught by people who are really on the cutting edge of each of these disciplines," concludes Dr. Glowasky, "and so these are people who are not only theoretically sound but are practitioners, they know what these things look like in practice. And for any kind of professional development, that is absolutely crucial!" 

# Staff NEWS



Angie Coe

Angie joined our Hospitality team as Hospitality Services Manager in September 2018. Angie has over 10 years of experience in the hospitality industry starting with Niakwa Country Club and working her way up to her previous role as a manager at Fort Gibraltar. Angie brings creative energy and solid experience of managing multiple catered events through her career. Welcome, Angie!



Osasumwen (Osy) Osifo

Osy has a Bachelor of Science degree and has held positions working with Christian youth and Christian fellowship programs. She also has experience as a student tutor and a research assistant in the department of biology and medical microbiology at the University of Manitoba. She rounds out her diverse background with marketing experience working as a brand ambassador. Osy joined our Admissions team as an Admissions Counsellor in October 2018.



Connie Janzen

We welcomed Connie to the Admissions team as our new Data and Administrative Assistant in September 2018. Connie has many years of management experience in the retail industry and most recently with Winnipeg Transition Centre. We are happy to have her join us at Booth UC.

Marina McDonald

The Booth Bistro was happy to welcome Marina as our new Kitchen Assistant in October 2018. Marina has had various experiences in the culinary world including working for The Salvation Army. Most recently she worked at a restaurant in Pawituk, Ont. We are excited to have her join our Booth University College staff and her many skills are a great addition to the Hospitality team.



Alex Borger

Alex joined our Hospitality team as a new Cook in our Booth Bistro in November 2018. Alex has worked as a cook and sous chef at many Winnipeg restaurants and cooked for resident students at the Royal Winnipeg Ballet. He holds a diploma with honours in Culinary Arts from Red River College. Welcome to the team, Alex.





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TURN THEIR BACKS,  
LEAN IN.



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